

A Study of the Influence of Psychological Qualities on Foreign Language Oral Expression Ability—The Case of Italian Language

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Abstract: Oral expression in a foreign language is the most basic activity of foreign language communication. With the globalization of the world economy and the construction of a community of destiny for all mankind, as well as the construction of "One Belt, One Road", exchanges between countries are becoming more and more frequent, and there is a growing demand for foreign language talents in the society. This paper starts from the influence of psychological quality on oral expression, studies the influence of psychological quality on the oral expression of foreign languages, especially Italian. And the researchers analyze the factors and situations that affect the psychological quality of oral expression of foreign language learners. They found that foreign language learners should address the influence of psychological quality level and improve oral expression ability.

1. Introduction

With the globalization of the world economy and the construction of a community of destiny for all mankind, as well as the construction of the "One Belt, One Road", exchanges between countries are becoming more and more frequent, and cooperation between countries is constantly being strengthened, therefore, in this new environment, there is a growing demand for foreign language talents in the society. At the same time, the employers pay more and more attention to the applicant's ability, and for the language workers, the oral expression ability, the fluency of speaking a foreign language is particularly important, and the fluency of speaking a foreign language is inseparable from each person's own qualities and abilities, through the research found that the psychological quality of the ability to express themselves in a foreign language has an extremely important impact. Most of the problems of oral expression in foreign languages are due to psychological quality.

The book *Mental Qualities for Success or Failure* explains the idea that mental qualities are based on physiological qualities and are shaped by the environment, and that it covers both intellectual and non-intellectual elements. The element of intelligence, as our basic means of understanding the natural world and its laws, is embodied in the processing and manipulation of information, a fundamental skill essential to the accomplishment of all tasks. The non-intellectual element, which is often called "emotional intelligence", encompasses personal character, emotion, will and other

aspects. Whether simple or complex behavior, the essence of the human psychological guidance, are a direct reflection of the human psychological state.

2. Factors affecting the psychological quality of foreign language speakers

When learning a foreign language, one always wonders if it is the right profession to study, and whether there is an innate physiological mechanism for language acquisition in human beings. Behaviorist philosophy claims that language ability is not innate or given, but rather that it is acquired gradually in response to external stimuli and denies that there is any innate language mechanism in the brain. Modern cognitive psychology and cognitive learning theories, on the other hand, claim that human language acquisition mechanisms are innate and that all humans have a universal principle of language. However, both theories have their biases. From a materialist point of view, the physiological basis for human language learning stems from the brain, especially the functioning of neurons in the cerebral cortex. The brain and its neurons are an important natural gift from nature. Nevertheless, a good brain structure and normal neural activity are not enough to acquire language, which needs to be learned and built up through hard work. Language learning strategies should be based on healthy brain physiology to make language acquisition possible. However, the physiological mechanism of the brain does not completely determine the degree of language acquisition. The key tendency to determine the actual language acquisition ability is the active learning in the later days. The success or failure of language learning depends, above all, on acquired learning behaviors. We advocate that the results of learning a foreign language are the result of objective experience gained through a combination of innate ability and acquired learning and acquisition, and that the latter are mainly the result of interaction. Therefore, it is important to mentally eliminate the idea that "perhaps I am not naturally suited to learning a foreign language".

Foreign language oral expression is a form of linguistic communication, oral expression of the long-term learning and accumulation of phrases, language style, sense of language in the communication with foreigners, perfect, fluent expression, not without diligent and hard practice, as the old saying goes, "one minute on the stage, ten years of work under the stage". Foreign language study majors basically seem to have never been exposed to the language of their specialty before studying it, so they will often have a variety of problems, incorrect use of phrases, forms, tenses, poor language expression, unnatural voice tone, incoherent utterances and many other problems. These problems, in addition to the fact that the basic specialized grammar is not learned well, are in fact to a large extent due to the psychological quality of the cause.

3. Influences the psychological quality of foreign language learners in the following ways

3.1 Low self-efficacy

The idea of "self-efficacy", introduced by psychologist Bandura, is about a person's level of confidence in his or her ability to do a job well using his or her own skills. When doing something, we usually make an assessment of our own abilities^[1]. See if you can accomplish it and how well? Will it satisfy yourself or others? Such a psychology is called self-efficacy. When foreign language learners are giving speeches or answering questions or expressing their opinions or views in public, a kind of psychological pressure appears in the speakers, who are afraid of a crowded atmosphere, or a new environment, unfamiliar people, etc., and become so nervous that they forget their words and so on, which are all the manifestations of a low sense of self-efficacy. In the process of learning Italian, many students seldom answer questions in class and seldom interact with the teacher, for example, when the teacher asks "Come stai?", not all students will reply "bene, molto bene, cos'è?". Many students remain silent, which is a sign of low self-efficacy.

3.2 Individual factors for foreign language speakers

Linguists have conducted a variety of studies on the association between personality differences and second language acquisition, and the use of the factor of introversion and extroversion has been particularly widely used in such studies, with Eysenck (1967) suggesting that the two dimensions of introversion and extroversion have a direct link to the central neurophysiological system of the human being^[2]. There are a variety of personality factors that affect language learning to a greater or lesser extent, but rarely do factors such as "extroversion and introversion" have such a direct impact on language learning outcomes. The personality traits of a foreign language speaker affect the individual's ability to express himself or herself in a foreign language. Extraverts are usually more communicative and socially expressive, better at interacting with others, easier to adapt to new environments, and show greater adaptability and flexibility., unsociability, slow speech, poor logic of language expression are more difficult when learning to express yourself in a foreign language. The reason for the personality is also closely linked to the psychological quality. For example, students majoring in Italian are required to reach the European Standard B2 level by the time they graduate from undergraduate studies. But for students in the same class, some of them can reach the European Standard B2 level and get the corresponding certificates in their third year of college, while others are still stuck at the European Standard B1 level or even the European Standard A2 level by the time they graduate from the university, and they can't graduate on time. (Data from Jilin University of Foreign Languages). Therefore, personal factors also affect foreign language learning.

3.3 Impact of positive and negative transfer of mother tongue

For language learners, factors such as the learning environment and learning mindset play an extremely crucial role in the learning process. To be more precise, this includes the degree of dependence on the mother tongue. In the process of learning another language, the communication skills acquired in the mother tongue may have a double-sided transfer effect. Lado, an American linguist, has shown that language migration is the process of learning a second language in which learners rely heavily on their mastery of the mother tongue, especially its grammatical structures, word meanings, and the cultural knowledge associated with it to transfer to the learning of the second language. Let's say, for example, that in many cases, when we try to speak an Italian sentence, the use of grammar is not proficient, especially at the beginning of the Italian learning phase, and even verbalizing a succinct sentence can become difficult if we are not adequately prepared for it. For example, "He doesn't like coffee" is expressed in Italian as "Non gli piace il caffè". But in the psychological tension and no advance preparation is likely to be translated in Chinese order as Gli non piace il caffè Or Lui non piace il caffè (At this point, the grammar is wrong), so many students will be afraid of such low-level errors, cannot form a complete and correct sentence and psychological irritability, anxiety. Thus, they are afraid to express themselves.

In Western societies, learners are often required to master a second language that stems from the same origins as their mother tongue and has similar cultural and linguistic characteristics. This results in a significant excess of positive shifts over negative shifts in their language skills. However, Chinese students often learn a foreign language in a different linguistic system from their mother tongue, with slightly similar cultural concepts but very different linguistic attributes, which is a much greater problem for them in the process of foreign language learning. Of course, on the other hand, Chinese has its share of linguistic patterns or prescriptions that can help foreign language learning. However, with two different language systems, it is the nature of the differences that tends to be dominant. Therefore, negative transfer is greater than positive transfer in native foreign language learners and is one of the important hindering elements in improving learners' expressive skills in foreign languages.

4. Come affrontare l'impatto della dimensione psicologica

4.1 Appropriately increasing one's tolerance for ambiguity in foreign language speaking learning

The concept of Ambiguity Tolerance, developed at the psychological level, depicts our resilience to struggle with the unknown and still be able to cope with it and find a solution. This tolerance is even more pronounced in the process of learning a language, which empowers the learner of a language to actively embrace new ideas and perspectives that may challenge his or her existing body of knowledge, values, etc., thus paving the way for deeper learning and cognition^[1]. Learners with high ambiguity tolerance value real-world applications, and they have more opportunities to receive and give feedback on the language, which is extremely beneficial for improving practical language skills. Some studies have shown that the performance of foreign language learners is positively correlated with their tolerance of ambiguity, and those students with high ambiguity tolerance have an advantage in foreign language learning. In Italian lessons, there are often errors such as verb intransitivity, incorrect conjugation, no preposition, etc. For example: I visited the Forbidden City, the correct Italian expression is Io sono andato/a a visitare la città Proibita. When there is an error, it may be expressed as Io andare a a visitare la città Proibita. (the verb is not conjugated) or Io sono andato visitare la città Proibita. (without the preposition), etc. However, when communicating with Italians, verbs are not conjugated or conjugated incorrectly without prepositions. Italians or non-specialized teachers are almost always tolerant, and those who are more closely related will correct them later; therefore, for foreign language learners, an appropriate increase in personal tolerance for ambiguity can help to improve oral expression.

4.2 Emphasize the training of basic skills, and overcome the unrealistic practice of being ambitious

From the beginning of the school year, you should master the Italian phonetics, the open and closed vowels (è é), the diphthongs (ai,ei,oi,au,eu), the affricate "r", the velar and velar consonants (p and b, t and d), and the diphthongs (two identical consonants together, like mm or nn, e.g. mamma, anno...). Like mm or nn, e.g. mamma, anno...) Accented intonation (Italian words have stressed and unstressed syllables), etc. Foreign language learners usually pay attention to more word accumulation, make some word plans for themselves every day, and create more opportunities to expose themselves to foreign language contexts. In the field of psychology, there is a type of training known as exposure training: its basic principle is to let patients face the environment they are afraid or anxious of, in order to help them master the skills to cope with their fears and stresses, so as to alleviate or eliminate psychological problems. It's all about training what you're afraid of and slowly increasing your self-efficacy.

5. Improvement of the psychological quality level to improve the oral expression ability

5.1 Diligent and hard practice

Barry McLaughlin has created a model of information processing whose core ideas are influenced by cognitive psychology's understanding of information. By using philosophical reflections such as the control process and automated processes, he delves into the process of second language acquisition. His research found that there is an upper limit to the amount of information that each learner can master in each round of learning due to the constraints of task characteristics and information processing ability^[1]. To maximize information processing efficiency, learners need to

make certain skills habitual and express them naturally. The main elements of this model of information processing are as follows: initial second language learners use controlled processing to process new knowledge. Controlled processing refers to the processing of information with a temporarily limited capacity; at this stage, learning involves temporarily triggering selected points of memorized information, which requires the learner to put in more effort to process the information. After a long period of exercise and practice, we are able to gradually internalize some of the methods of operation into our subconscious mind. In the process, those automation techniques are stored in long term memory and can be easily retrieved for use when we are faced with external demands, without the need for focused attention. According to McLaughlin's research point of view, if some automated skills have been skillfully mastered, it becomes very difficult to make them subside or change. Therefore, in order to learn a new language, we have to keep practicing and change from conscious learning to an automated learning process so that we can transform our language knowledge into practical application. Therefore, it is important for learners of Italian in this program to memorize words and grammar (direct indicativo, virtual congiuntivo, conditional condizionale, imperative imperativo, infinitive and participle infinito e participio) diligently and diligently until they are able to use them directly without having to go through a mental construction to improve their oral expression in Italian.

5.2 Reducing mental internal conflict and increasing internal motivation

Mental internal depletion, i.e., the mental energy that a person needs for self-regulation. If this energy is not supplied in sufficient quantity, the person falls into a state of depletion. If this state of depletion persists, the person will feel exhausted^[3]. This feeling of exhaustion does not come from physical exertion, but is a subjective experience of psychological origin, a state triggered by losses at the psychological level. Psychological perspectives on the factors that lead to internal mental exhaustion may be: the tendency to subjectively speculate about something rather than communicate directly, excessive strictness towards oneself, excessive self-denial, and a predilection for blaming the individual for some mistakes. The emergence of mental internal conflict lies mainly in the subjective mental state of the individual. In the process of learning to express ourselves orally in a foreign language, we usually want to be super fluent, and often fall into self-doubt, why can't I speak fluently, why can't I express myself in this way, am I not suited to learning this language, and other mental internal depletion. For such a loss of control over oneself, a struggle against oneself, we must overcome in order to improve our oral expression." The concept of "internal drive" was first mentioned by the psychologist Jung, and it refers to an internal motivation that comes from the individual. This drive motivates and directs its behavior, not behavior triggered by the influence or stimulation of external factors. This happens to be effective in reducing mental exertion, so we should increase our internal drive to accomplish those things we are capable of in order to gain a sense of control and clarity over things.

6. Conclusion

Oral expression can't be separated from the mouth, the mouth is controlled by the brain, and the brain controls the human psychology. Factors such as psychological quality, learning motivation and personality directly affect the acquisition of a second language in different ways. In Italian learning, learners can improve self-efficacy, reduce the internal consumption of the mind, enhance the internal drive and strengthen the psychological quality, which is an effective way to improve the oral expression of Italian. The better the psychological quality of the learner, the better the effect of language acquisition. Therefore, effective measures must be taken to strengthen the psychological quality so that the learner is in a state of psychological relaxation, thus maximizing oral expression

in foreign languages.

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